

Standard 8-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

8-5.5 Summarize the human, agricultural, and economic costs of natural disasters and wars that occurred in South Carolina or involved South Carolinians in the late nineteenth century, including the Charleston earthquake of 1886, the hurricane of 1893, and the Spanish American War. (H, G, E)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students summarized actions by the United States that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War and the role played by the United States in the building of the Panama Canal and in World War I (5-3.1).

In United States history, students will explain the influence of the Spanish-American War on the emergence of the United States as a world power, including reasons for America's declaring war on Spain, United States interests and expansion in the South Pacific, debates between pro- and anti-imperialists over annexation of the Philippines, and changing worldwide perceptions of the United States (USHC-6.2).

It is essential for students to :

The **Charleston earthquake of 1886**, devastated the city of Charleston, already suffering from economic decline, urban blight and a category 3 hurricane that damaged 90% of the homes in the city the previous year. Measuring 6.6 on the Richter scale, it was the largest earthquake in the United States to that time and was felt by two-thirds of all Americans. The initial earthquake was felt as far away as Toronto and Cuba with strong aftershocks experienced for days and lesser ones for months. Because of building construction that relied on masonry rather than wood frames, which would move better with the earth, over 2,000 buildings were destroyed accounting for $\frac{1}{4}$ of the assets of the city and 5 to 6 million dollars in property damage [\$100.5-121.2 million in 2006 dollars]. Racism prevented an accurate count of the number of people who were killed. Some estimates place the number as high as 500. Without state and federal assistance, the people of Charleston affected the most rapid, humane and financially responsible recovery from the destruction of a large scale disaster in American history up to that time. Charlestonians were back to work repairing their city in a week and had rebuilt the city in 14 months. Outpourings of sympathy and assistance came from all over the country that had recently been divided by the Civil War, despite South Carolina's leadership in it. Additionally, much of what is generally now known about earthquakes was a result of the scientific study of the Charleston quake. As a result of the area's hard work, the people of Charleston won the respect and admiration of much of the rest of the country and the city was again seen as one that should be visited.

The **hurricane of 1893** was one of a series of seven that struck the South Carolina coast in a 20 year period. These hurricanes destroyed the rice fields of the Lowcountry and contributed to the end of "Carolina Gold" (8.5.3).

The **Spanish American War** had little direct impact on South Carolinians. However, the involvement of the United States in the Spanish-American War marked America's emergence as a world power. There were many reasons for the United States to declare war on Spain. Pressures from domestic tensions, including the rise of the Populist movement, economic depression and labor unrest, and expanding capitalism pushed Americans to find new markets. The humanitarian desire to support the rights of Cubans against an oppressive Spanish regime contributed to the United States' involvement in the war.

Yellow journalism, exacerbated by the explosion of the *U.S.S. Maine* in Havana's harbor, led to a public outcry for American involvement. President McKinley asked Congress for a declaration of war in response to all of these pressures. The initial result of the war declaration was expansion of the United States in the South Pacific with the annexation of Hawaii and the capture of Manila harbor in the Philippines. Victory in Cuba came quickly and the two regiments of soldiers organized in South Carolina never saw battle. Once the fighting was over Anti-Imperialists argued against annexation of the Philippines on the grounds that the Filipinos could never be incorporated into the union. McKinley argued that it was an American responsibility to govern the Filipinos who were incapable of governing themselves. Social Darwinism, the "white man's burden" ideology and racial prejudices played a role in both of these arguments and echoed the passage of the Jim Crow laws and restrictions on voting for African Americans that had been passed as a result of the constitution of 1895 in South Carolina and the *Plessy* decision of 1896. The treaty ending the war recognized United States' ownership of the Philippines, Guam, Puerto Rico and United States' control of Cuba.

The war impacted South Carolinians in that it created some greater degree of unity in the state Democratic Party that had been split as a result of the Tillmanites' battle with the Conservatives. It also created a revived sense of national patriotism in the post Civil War era, as Americans united against a common enemy and opened the prospect of greater worldwide trade and markets for South Carolina goods. The war also initiated the understanding among South Carolinians that military installations such as Camp Jackson could have a dramatic impact on the economic wellbeing of the state. However, the war also made it evident that many South Carolinians suffered from poor health and illiteracy. Almost one out of three South Carolina volunteers were found to be medically unfit for military service, a trend echoed across the country in World War I.

It is not essential for students to know

Students do not need to know about the role of the publication of the DeLome letter in bringing about a public outcry for the war against Spain. They do not need to know about specific battles or heroes of the war such as Teddy Roosevelt and the Rough Riders. They do not need to know that with the acquisition of the Philippines, Guam, Puerto Rico and United States' control of Cuba came the struggle to govern these areas. The United States soon faced armed resistance in the Philippines. The United States Supreme Court ruled in several cases [known collectively as the Insular cases] that Constitution does *not* follow the flag so subject peoples did not have the same rights as citizens of the United States. The perception of the United States among subject peoples therefore changed from a champion of liberty to a colonial power. It is not necessary that students know or remember that *The State* newspaper editor N.G. Gonzales served with Cuban troops or that a former South Carolina governor served as mayor of Havana after the war.

Assessment guidelines:

Appropriate assessment would require students to **summarize** the human costs of the hurricane, earthquake and the war. Students should also be able to **explain** the agricultural and economic impact of each of these events. Students should be able to **compare** the relative impact of each of these events on South Carolina.